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ABSTRACT

The District of Columbia 1971 Workshop, sponsored by Project VOICE, dealt with the recruiting and retraining of volunteers in education. Following program excerpts and summaries of two operating programs and a film, the participants were divided into four problem solving groups: elementary schools (two groups), junior high schools, and the Washington Technical Institute department. Discussion group reports are presented. Response to an evaluation questionnaire by workshop participants and a listing of workshop participants are presented. (Related documents are SP 005 910, 006 104, 006 105.) (MJM)

WASHINGTON TECHNICAL INSTITUTE

DIVISION OF RESEARCH AND DEVELOPMENT

VOICE

VOLUNTARY OPPORTUNITIES FOR INSPIRING COORDINATORS FOR EDUCATION

THROUGH

TRAINING - WORKSHOPS - PUBLICATIONS

District of Columbia
Workshop for Cooperating
Schools
1971

SP 006 166

Project VOICE

D. C. WORKSHOP
ON
RECRUITING AND RETAINING VOLUNTEERS
NOVEMBER 13, 1971

Introduction

Among school personnel who work with volunteers, the classroom teacher and the school counselor are vital elements in the success of the volunteer program. Their understanding of the role of the volunteer and the productive values to be gained by utilizing volunteer services appropriately are key factors in retaining volunteers after they have been recruited. One of the continuing responsibilities of Project VOICE in its training of coordinators of school volunteers was to assist school personnel not only in obtaining volunteers but in utilizing them for the best interests of the students in relation to learning and behavior.

The first workshop held by VOICE at Washington Technical Institute was for school administrators and supervisors. This was a necessary initial step in developing an acceptable structure for a volunteer program and one in which a coordinator of volunteers might function. A second necessary step in clarifying the coordinator's role and in strengthening the volunteer program was to involve teachers and counselors in a workshop that would focus on the recruiting and retention of volunteers. In this way they might not only gain insight into the volunteers-in-education movement but sense a personal responsibility for building effective volunteer relationships within the school setting.

Such a one-day workshop was held on November 13, 1971 in Building 20 on the Washington Technical Institute campus. One hundred persons attended. Prior to the workshop VOICE coordinator-trainees had met to discuss the most immediate problems they had encountered in the schools during their supervised training practice. Recruiting and retaining volunteers emerged as the number one problem priority. The workshop, therefore, was built around this theme. Participants included a few public school administrators and chairmen of Washington Technical Institute Departments along with counselors, teachers, coordinators, volunteers and VOICE staff.

Program Summary

Mrs. Charlean Lampley, VOICE Coordinator at the Congress Heights Elementary School presided. Dr. Irene C. Hypps, Director of Project VOICE, opened the general session with remarks on "Organizing a Volunteer Program". Dr. Benjamin J. Henley, Jr., Vice Superintendent of the District of Columbia Public Schools gave an overview of "Why Schools Need Volunteers". Mrs. Blanca Westgate described how the Spanish Education Development Center recruits and

retains volunteers. A film titled, "The Right To Read" was shown. Mrs. Marguerite C. Selden, Assistant Superintendent of the D.C. Public School, Department of Summer Schools, Continuing Education and Urban Service Corps, spoke on the history of the Urban Service Corps and invited all who were present to register with the Corps and continue their volunteer services.

After a coffee break the workshop participants divided into four problem solving discussion groups according to their respective levels of interest. Each group was asked to consider a list of suggested problems for which solutions would be suggested for recruiting and retaining volunteers. The groups were formed according to school levels in order that problem solutions would be relevant to the characteristics of school organization. These consisted of: elementary schools (2 groups), junior high schools and Washington Technical Institute departments.

Program Excerpts

Dr. Hypps in her remarks stated: "The elementary neighborhood schools have been the ones to start volunteer services but when the children get up to junior and senior high school the parents tend not to come or visit there. Perhaps the schools are further away. Perhaps the children are more mature, which means its much more difficult for secondary schools to recruit volunteers than elementary schools. Coordinators have to be strategists.

Volunteering used to be thought of as hit-and-miss programs. Such as at a bazaar - many working - doing excellent jobs and then they disappear. At all schools many parents willingly volunteer for short time projects, but we have not thought of volunteering as an organized program -- it's been a hit-and-miss type of thing. If we (educators) organized our curriculum in a hit-and-miss manner, I guess our reading scores would be lower than they are. If educators organized our faculties that way we would never know where anyone was or who was responsible for what. We have come to a point now where locally the tutorial programs are being staffed with volunteers and coordinators are being trained to help school personnel to recruit and schedule volunteer services. Volunteer services have to become organized otherwise the volunteer program in schools is going to fail, or it's going to disappear or it's just going to continue on the old hit-and-miss basis.

In this particular kind of society that we now have, where all jobs are so complex with so many different duties, if we did not organize our planning and our activities we would become frustrated with the program and just look forward only to retirement rather than the rewards that really come from doing a good job.

Program Excerpts (Cont'd)

Change is always uncomfortable. We've been closed in so long in our own school building structures and been so completely in charge there of our offices, classrooms and our materials and of our procedures that unconsciously we tend to have a vested interest in them as though these are mine and I don't want to have to bother to show anybody else how to use them, to crowd my desk, to make room for another chair, to take my time, plan with somebody rather than just telling them what I want done.

This is an opportunity for you to broaden horizens for other people. Volunteers must have as deep a commitment as you because they are not getting paid and you are. When people come in from the outside to give their time, energies, and to give their services to the school I think this is a shining virtue which we should immediately make obvious through our attitude of appreciation, acceptance and identification with them and our whole-hearted cooperation in keeping the volunteer.

Altogether VOICE has trained one hundred and fourteen coordinators for the public schools and Washington Technical Institute. Most of these trainees are still working as volunteer coordinators. If volunteer programs are to be stable the position of coordinator should be established by the Board of Education. Some pictures of the most recent coordinator-trainees at their Award Assembly will appear in this workshop report".

Dr. Hypps closed her remarks by introducing Vice Superintendent Henley as an outstanding community volunteer -- in his church, in Area L of the Youth Council, in pre-school parent education, and as the official who began organized volunteer work in the District of Columbia Public Schools as Director of the Urban Service Corps.

"Why We Need Volunteers", was treated by Dr. Henley from the stand point of the schools. He said, "that we need volunteers not only to restore confidence, to counsel, to tutor, to relieve teachers, to make surveys, but we also need volunteers to bring in innovations, to do what we as a system can not unless we have volunteer help. It just may be that with the infusion of volunteers in our schools, we will have higher expectations for our children - we will be less bureaucratic - and we just might accomplish our mission - the instruction of pupils."

Dr. Henley also indicated that the citizens in the past few years, have been losing confidence in our schools. He cited reasons such as: "they see students on the streets who ought to be in school, that they are aware of the school figures as to the absentee rate of 6% in the elementary school, 17% in the junior high school and 20% in the senior high school, that they believe that

the system is so bureaucratic or so enmeshed in red tape that the system has forgotten the reason for being - the education of children.

They, the citizens, doubt the ability of the system to deal primarily with the hyphenated American groups that have special needs such as Black-Americans, Italian-Americans, Puerto Rican-Americans, Spanish-Americans, Polish-Americans. That parents expect the system to give the child a life that the parent could not or did not have, to make the child literate, to take him off the streets, to shield him from drugs and crime. In short citizens expect the system to do what in many instances the parents themselves, cannot do.

Another specific issue or problem of the school system which gives doubt as to its success, in the minds of concerned citizens and parents, is the dropout problem. For over 3,000 students drop out of our schools each year. If we add this number of dropouts over a period of ten years, we have more than 30,000 young people between the ages of 16 and 26 who are ill equipped to support either themselves or their families. Thus we as a system contribute to problems of our city. When parents learn that upon inquiry we frequently don't know whether or not a student is in school - they really lose confidence in us. As a matter of fact for the 140,000 plus students in our school system, we have only 32 attendance officers, one for every 4,500 students in our schools. Thus, there could be established a practice of class cutting or absenteeism which could be fairly well established before we had sufficient information to contact and confer with parents.

We need volunteers to screen our children for sight and hearing defects - so that it won't be at the fifth grade level that we discover that a child is having learning problems just because he needs glasses. Students about to drop out of school need counseling - counseling, first, to stay in school and counseling and help in seeking employment. We need help with our truancy and absentee problems in calling parents - so that they will know immediately when a child is out of school, or when he has cut a class.

We need all kinds of help, to supervise lunch periods, persons to take children to health clinics, aides on our buses to help the handicapped, persons to counsel against drug abuse. Volunteers are a real asset to a school system.

I wonder if you know that the first pregnant girls for whom we as a system provided continuing education were taught by volunteers. The first aides that we had in our classes for the severely mentally retarded were volunteers. The first libraries in our elementary schools came as a result of the work of volunteers. The first classes for preschool pupils and parents were planned and operated by volunteers.

Program Excerpts (Cont'd)

So, then, many of our new programs that meet the special needs of our children are a result of the work that volunteers have done for us. And think how much more drab the lives of our children might be if it had not been for their work. We need volunteers. We need you badly."

Spanish Education Development Center

Mrs. Blanca Westgate, the Director, told about the work of the Spanish Education Development Center which has a program funded by the Office of Education and the D.C. Public Schools. She described the public school relationship with bilingual volunteers from the Center and the sixteen native Spanish-speaking teachers certified in the elementary schools. The Center conducts an experimental program for children from kindergarten through sixth grade to reinforce their perceptions of their new cultural environment. Parents are helped to become familiar with schools' curricula and methods. And students are guided in identifying their educational goals. Three of the Center's volunteers are in the Coordinators' Training Program of VOICE and are working in several of the elementary public schools.

Urban Service Corps

A previous statement was emphasized by Mrs. Marguerite C. Selden Assistant Superintendent in charge of Summer Schools, Continuing Education and Urban Service Corps of the District school system - that Dr. Benjamin Henley initiated the use of volunteers under the last named section of what is now her department. Sparked originally by cabinet officers wives and Mrs. Agnes Meyer, volunteers in the Urban Service Corps had grown to 1500 persons who give time and service in the elementary schools. The tutorial program and increases in pupils who could benefit from the volunteer service have greatly increased the need for volunteer services. She invited all persons interested to register with the Urban Service Corps and work with the school in their communities. Mrs. Selden expressed appreciation for the help of VOICE trainees and for the courtesy of having an Urban Service Corps workshop at Washington Technical Institute.

The Film

The "Right To Read" film depicted scenes of tutoring and the reaction of many different groups of children to their tutors. The narrator provided pertinent commentary both on the need for tutors and the tutoring process.

Problem Solving Groups

Each of the four groups of workshop participants was furnished with this list of suggested problems to be discussed. But each was free to define their own.

Suggested Problems to be Discussed

How can the volunteers who are being recruited by your coordinator be:

1. increased numerically?
2. utilized to the fullest?
3. have their assignments matched with their abilities and interests?
4. scheduled conveniently?
5. given satisfactory working space and conditions?
6. made directly responsible to the coordinator?
7. receive help with special problems?

How does the school try to retain their volunteers by:

1. making them feel welcome, needed and appreciated? if so, describe.
2. supplying the necessary materials?
3. treating them with as much individual respect as that accorded professional staff?
4. communicating with them officially through the coordinator?
5. including them in the planning of whatever affects their services directly?
6. giving them public credit for their services? if so, describe.

Does your coordinator:

1. have office or some definite place where volunteers may find her?
2. have a staff person with whom she may confer?
3. receive necessary information for guidance of the volunteers?
4. have use of the school telephone and any needed clerical service?
5. feel regarded as a valuable member of the school's organization?

Should the schools recommend that a paid position of coordinator of volunteers be created? if so, how?

Excerpts from the recorders' reports, that follow, give a birds-eye view of what was asked and what were the conclusions.

D. C. Workshop Discussion Groups

Group A, "Washington Technical Institute", was moderated by Mrs. Bernice Ferrell, one of the Developmental Advisers at the Institute. There were ten workshop participants in this panel. This panel was advised that the portion of VOICE that had rendered tutorial services to WTI students was about to end as of December 31, 1971 and they were asked to comment on the future of the tutoring services.

Some of the questions discussed were: 1) Why isn't VOICE going to continue; 2) Has Washington Technical Institute made any move to pick up VOICE functions; 3) Could Developmental Advisors pick up VOICE functions; Could they act as coordinators; 4) Does student have skills when he enters Washington Technical Institute; 5) Does Washington Technical Institute need extra resource people at Media Center to aid students; 6) Why not one existing staff member to coordinate faculty, administration, students and volunteers; and 7) Will Admissions or any Developmental Advisors take responsibility for tutoring services?

Some of the responses were: 1) A Washington Technical Institute mathematics teacher says she can not meet needs of her students now, students have many varied abilities and needs; 2) No testing program exists at Washington Technical Institute to determine academic levels of students so teachers have no idea what level students are on; 3) Remedial program would not usurp teachers' roles; 4) Developmental Advisors are being trained in use of media-instructional machines and materials; 4) A recommendation could be made to the Administration that Developmental Advisors be responsible for volunteer tutoring services; 5) There is a need for tutorial services at Washington Technical Institute to cope with college level instruction materials; 6) Washington Technical Institute needs tutors, faculty load is too great to include tutoring services to students; and 7) We have the service and must try to keep it.

The following recommendations were drawn to be presented at the next faculty meeting:

1. Unqualified recommendation that Volunteer Tutoring Service at Washington Technical Institute continue to exist after the termination of such services by VOICE on December 31, 1971.

Justification:

a. The need for this service exists at Washington Technical Institute

b. The service as instigated and provided by VOICE has filled

D. C. Workshop Discussion Groups (Cont'd)

Group A, Justification: (Cont'd)

this need where no other agency has existed to do the job. (Fall quarter at WTI - 31 volunteer tutors have been involved in tutoring approximately 121 students at WTI who requested academic help, largely in the areas of mathematics and reading.)

c. The service exists at WTI and so should be kept going.

d. The service enhances the job of the Developmental Advisors and could serve as a valuable adjunct to their services in the future.

2. Explore idea of Admissions or Developmental Advisors picking up responsibility for service.

3. A paid person (Coordinator) be employed by Washington Technical Institute to structure tutoring service along existing lines and in addition to utilize the Developmental Advisors after their training is over. (April 72)

4. Next Washington Technical Institute faculty meeting one from this group be nominated to bring up the problem of continuation of tutoring service at Washington Technical Institute: to explain the function of VOICE, to explain that this service of VOICE is being terminated at Washington Technical Institute as of December 31, 1971, that the student need exists for a tutoring service, that it is up to Washington Technical Institute to pick up the responsibility for this service if it is to continue. (A panel member was elected, accepted and the other Washington Technical Institute faculty members promised backing with her presentation)

D.C. Workshop Discussion Groups (Cont'd)

Group B, "Junior High Schools", was moderated by Mrs. Lee Powell, Principal of Taft Junior High School. There were thirteen workshop participants in this panel.

Some of the questions discussed were: 1) Who in the school system recognizes the importance of volunteer coordinators; 2) How is the role of staff and volunteer clarified so that neither is threatened; 3) What are the roles of the counselor, reading staff and administrative staff in relation to the volunteer; 4) Can space be provided for the volunteer in the building; 5) Is it possible to get academic credit for high school tutors; 6) Is it possible to provide babysitting services for volunteers; 7) How can a paid position of volunteer coordinator be established; 8) Should the coordinator be paid; and 9) How can we increase the number of volunteers?

Some of the suggested answers were: 1) Teachers can and should help volunteers; 2) Teachers can help the tutors by providing worksheets for the children; 3) Representatives from various participating schools with volunteer programs would like for Leadership Training Institute to follow up on Project VOICE's work; 4) General opinion was that coordinators should be paid, that ways and means should be examined to solve this, that Title I money could be used, that the individual schools should contact their respective Assistant Superintendent advising of the important need for coordinators; 5) VOICE's commitments should not end December 31, 1971, that efforts should be made for Washington Technical Institute to explore possibilities of follow-up of the coordinator program, if WTI will not perhaps D.C. Teacher's College could continue the program; and 6) that volunteers could be increased by having each volunteer find another.

The panel recommended that efforts be made to continue VOICE's efforts and commitments through follow-up of the Leadership Training Institute, D.C. Teacher's College and Washington Technical Institute. Coordinators and volunteers were badly needed and training and workshops should be continued for same.

D.C. Workshop Discussion Groups (Cont'd)

Group C, "Elementary Schools (Section I)", was moderated by Mrs. Gloria Anderson, Principal of Noyes Elementary School. There were seventeen workshop participants in this panel.

Some of the questions discussed were: 1) Where do you recruit; 2) Are there any special characteristics to look for while recruiting; 3) What persons do you recruit; 4) How do you select volunteers; 5) How do you screen; 6) How can you determine when a potential volunteer has problems of her own; 7) What, if anything, do you do about attitudes or is this important; 8) How do you retain your volunteers; 9) Is orientation, screening and training really important for a coordinator of volunteers; and 10) Should there be paid positions for coordinators in the school system?

Some of the suggested answers and comments were: 1) Contact and speak to members of the PTA, contact social clubs - ask members to adopt a child for two hours a week, advertise the need with various literature provided, place in your neighborhood - cleaners, drug stores, super markets, churches, laundrymats, beauty shops, barber shops, police stations and fire houses, through civic and community organizations and leave your name and telephone number for contact; 2) Recruiting will have to be tailored to meet individual schools in individual communities. Some guidelines or characteristics of volunteers should be that they must love children; they should be flexible, friendly and reliable; they should possess a variety of abilities, skills and talents and allow your volunteer to work in his or her particular skill and desired area; they must show interest in serving the school and must be willing to learn through indoctrination the nature of volunteer service; 3) Start with personal contacts with people you know, interview, inform, sit down and talk with the volunteers, get an idea as to their outlook, listen; contact personnel departments, write letters to presidents and board of directors informing of your need and requesting their help in terms of people, time and money; many businesses will pay for their employees to tutor during their work time and allow space and materials as a public service; 4) It would be the primary responsibility of the coordinator to screen the volunteers with the support and aid of the administrative staff assigned to the coordinator in the school; 5) Talk with your volunteers, use your judgment based on interviews and general conversations, listen to what they say, observe how they act, how they behave, do they appear extremely nervous, observe the volunteer with a child to see how he or she behaves with that child, with children are some of the ways to determine if a potential volunteer has problems of his own - the school is not the place for a volunteer to receive therapy for his or her personal problems if he or she is there to assist others;

D. C. Workshop Discussion Groups (Cont'd)

Group C, Section I (Cont'd)

6) Attitudes do matter - attitudes of the administration as well as in the community; recognizing how misunderstood the role of the coordinator and her volunteers can be, we must move rather cautiously in this direction, first there must be a need expressed by the teacher, these needs should be coordinated through established channels within the school, and turned over to the coordinator. Be very careful with the image of your coordinator, she need not be pulled between two or three school staff people, she needs to know to whom she is responsible, show enough respect for her ability to do what she was sent to the school to do. In the event one volunteer does not suit a teacher's needs the teacher should inform the coordinator who will provide another. It isn't easy for the coordinator to convince a housewife without specialized training that she is needed and can assist in the schools. The housewife probably feels that she cannot help because she is not a well trained professional, but the coordinator is able to recruit the housewife because the coordinator after showing the housewife a first or second grade reader realizes that maybe she is able to help after all. Community relations are improved when coordinators and volunteers are able to see some of the day-to-day problems teachers and administrative staff are confronted with. They are in a better position to convince others in the community of special needs, in turn, understanding and respect is afforded both the community and the school and a kind of unity evolves all through attitudes. The coordinator is in the school to coordinate, let her; 7) Attitudes will help you to retain your volunteers, how volunteers are treated will determine whether or not they will stay with you; volunteers need ego satisfaction in the service they give as well as teachers; show them that they are welcome, needed and are appreciated; 8) Orientation, screening and training are ways of informing of the needs of the program, weeding out those unsuited for varying reasons, and preparing volunteers for specific areas of need before they are actually placed to work with our students; and 9) Coordinators should be paid, their jobs are continuous, they are required five days a week and much of their work continues after hours in preparation of the next days needs; paid coordinators should be trained coordinators.

D. C. Workshop Discussion Groups (Cont'd)

Group D, Elementary Schools (Section II)", was moderated by Mr. Frederick P. Baluch, Principal of Emery Elementary School. There were fourteen workshop participants in this panel.

Some of the questions discussed were: 1) How can volunteers be retained; 2) What is the function of a coordinator of volunteers; 3) What methods can be used to recruit new volunteers; and 4) How do teacher attitudes affect volunteers?

Some of the comments and answers were: 1) Some of the best ways to retain volunteers are: a) welcome them into the school and treat them with the same respect and professionalism as you would a regular faculty member; b) try to eliminate minor problems which the volunteer may face including babysitting needs, lunch and transportation; c) Sell the need for volunteers by using the media and public relations techniques; 2) The function of a coordinator is to sell the needs of the program, recruit volunteers, train volunteers and place them where they are needed; 3) One must constantly be recruiting so that you have a ready supply at all times, offer public recognition to volunteers to show appreciation of their services, plan a community banquet and present a certificate or a memento; and 5) Principals, if aware of teachers' hostile attitudes, should try to eliminate such by using faculty meetings as forums on the proper use and treatment of volunteer and teacher. Different recruiting and retention methods work in different areas, each school must assess its needs with skills available from the volunteers.

Evaluation

No over-all evaluation was requested from the participants of the workshop as a whole. They were requested, however, to list useful ideas that they got from the general session and the problem-solving groups. Their answers are annexed. A final question was, "Am I more motivated than before to strengthen the volunteer services our students receive?" The response was an overwhelming 100% "yes".

RESPONSES TO EVALUATION QUESTIONNAIRE
FROM THE PROJECT VOICE D.C. WORKSHOP
NOVEMBER 13, 1971

Project VOICE

QUESTION NUMBER ONE: WHAT WAS THE MOST USEFUL IDEA THAT I GOT FROM THE GENERAL SESSION?

ANSWERS:

1. The work of the coordinator - the success of the program depends on a good coordinator
2. It is good because we knew different problems and orientations
3. How the volunteers who are being recruited by the Coordinator can be retained
4. The importance of volunteering
5. Emphasis on teaching students to read The importance of the Volunteer Program
6. Volunteers greatly complement the schools and more are needed to aid in the school system
7. The film, it hit deep within what a useless life children will have if they can not read in later life
8. How to make your volunteers feel important in the job
9. How to recruit volunteers
10. How to make the volunteer feel important
11. The volunteer is greatly needed
12. Need of Volunteers in Education
13. The dire need for continued volunteer service
14. Project VOICE must keep going
15. That there is a great need for volunteers
16. New teaching methodology Awareness of the existence of a volunteer program
17. Service of tutorial services, volunteers and community relationship
18. The invaluable service volunteers have rendered in the educational institutions
19. No single idea - generally improved knowledge of Project VOICE

Project VOICE

ANSWERS TO QUESTION NUMBER ONE (Cont'd)

20. That the volunteer can be a useful aid to the teacher

21. Yes, confirmation from Administrators that we are needed

22. The overall forceful feeling more and more volunteers are essential to the success of our current solutions to school problems

23. To deal with people more effectively

24. Ways of retaining volunteers

25. Ideas on retaining volunteers

26. Schools need to change their ideas about volunteers

27. The volunteers have needs that the school needs to meet in order to facilitate a successful program

28. Just enjoyed the whole session

29. Establish some kind of credit system so that volunteers can earn something in lieu of money

30. Volunteers are needed; must be made to feel welcome and that their services are valuable

31. How to attempt to retain volunteers Ways of obtaining volunteers, etc.

32. Why people do not like to volunteer

33. Calling parents to inform them of pupils irregular attendance

34. Very effective film with its implications

35. The impact of volunteer services in the Educational process

36. Various services volunteers could do in schools

37. Being in close communication with teacher and principal

38. That volunteers and schools need each other in providing a quality education for all youngsters

ANSWERS TO QUESTION NUMBER ONE (Cont'd)

39. Everyone has value and should be made aware of his value

40. That the concept of Volunteers in Education has been or is being considered on a national scale and that there are several ways of organizing volunteers such as on an area wide basis rather than by duplicating efforts in individual buildings

41. The idea that volunteers are needed badly because the system has become too bureaucratic. We need to get back to the idea of coordinating the community and the educational system

42. To support the concept of continuing Project VOICE and making it, or a similar type program a part of the D.C. School System

43. None. The movie was nice

44. The importance of finding a way to put a project across

45. That the use of the volunteer is important and very helpful to student and teacher alike and much desired

46. There is a place for everyone

47. Other means of holding interest of volunteers.

Project VOICE

QUESTION NUMBER TWO: WHAT IN MY DISCUSSION GROUP PROVED MOST HELPFUL?

ANSWERS:

1. Tact in handling volunteers and teachers

2. About how hard the volunteer works

3. How does the school try to retain their volunteers

4. The importance of the coordinator

5. The interaction of the group on basic questions:
   a) Be selective in recruitment
   b) Be appreciative of services

6. The idea of making the volunteer feel self-worth and appreciation

7. How to retain volunteers and what the coordinator role is, and what others have done to strengthen volunteer services

8. The way to approach the problem of getting volunteers

9. Pointers in community relationship

10. The way to approach the problem of getting volunteers

11. Everyone is aware and every effort is being made to solve the problems confronting volunteers

12. The recommendation about tutors to be expressed to Washington Technical Institute faculty

13. A real analysis of needs for continued use of volunteer services for WTI students

14. The talking about students' needs in different subjects

15. That WTI is concerned to continue the tutorial services of VOICE and intends to try to carry on its function

16. Awareness of the existence of VOICE - need for a continuing tutorial service

17. Open discussion, sincere recommendations from members in favor of continuing a form of tutorial service

18. Recommendations for continued need and use of volunteers on WTI campus

ANSWERS TO QUESTION NUMBER TWO (Cont'd)

19. All of it! (Dealt with future of WTI program)

20. That we can help keep a needed service available

21. Hearing the actual coordinators tell of their experiences in recruiting and directing volunteers

22. Relating of coordinators from VOICE as to their procedures in the school

23. How to retain volunteers

24. Workshop and ways of helping volunteers

25. The interaction between participants

26. Exchange of ideas re: recruiting volunteers

27. The interchange of ideas

28. Got a lot of good ideas from people in other schools on how they recruit and retain volunteers - principal the liaison person and makes the volunteers feel welcome and part of the faculty

29. Ways of making volunteers feel welcome

30. It is very helpful when volunteers know each other, the Red Cross and Urban Service Corps can be instrumental in training volunteers

31. The fact that we all have similar problems and are trying to improve the program

32. Relative concerns of peers

33. Give and take of services

34. Developing a mechanism to further transmit the idea volunteer services in the Public School System

35. The realization that the coordinator of volunteer services for each school be a paid position

36. Having a paid coordinator for volunteers. Hearing experiences of other schools. To hear from individual coordinators

37. Expanding the program in the community and raising funds for volunteers

ANSWERS TO QUESTION NUMBER TWO (Cont'd)

38. Methods or procedures used to introduce the volunteers into the classroom program

39. To hear how other schools are getting and using volunteers and coordinators

40. The idea of setting up "baby sitting" services in the school while their parents serve as volunteer . The vital role of the coordinator in helping to implement aspects of the Academic Achievement Program

41. The idea that a volunteer coordinator is desperately needed and a stipend be granted to each coordinator

42. The exchange of ideas and experiences in use of volunteers

43. The idea that volunteer coordinators must be made a salaried position

44. How out of it, we parents were in knowing what's going on

45. The ways of recruiting the most dependable volunteers and keeping them

46. That volunteers are useful in many ways

47. Everything very valuable

48. The experiences of the principals in dealing with the volunteer programs in their schools.

Project VOICE

QUESTION NUMBER THREE: AM I MORE MOTIVATED THAN BEFORE TO STRENGTHEN THE VOLUNTEER SERVICES OUR STUDENTS RECEIVE? IF SO, WHAT?

ANSWERS:

1. Yes, very much so

2. Yes, because I've learned new things and new ways

3. Yes, to go back and plan more fully for the use of volunteers in the school

4. Yes, by taking a more active role in recruitment; empasizing the positive aspects to retain volunteers

5. Yes, the areas of concentration should be widened to included children who want individualized attention and the educationally handicapped child should not be overlooked

6. Yes, try to request more teachers to help to train volunteers

7. Yes

8. Yes

9. Yes, try harder

10. Yes, Project VOICE made me aware of the needs of the students

11. Yes, the necessity of continuation of tutorial services at WTI

12. Indeed I am. To work, in my capacity, to see that WTI students' needs are brought to attention of administrators and help in developing plans

13. Yes, to offer any assistance possibile in arranging for the continuation of VOICE in WTI

14. Yes, continuation of tutorial service

15. Greatly reinforced in my beliet. The fact that 112 students availed themselves of tutorial services on their own volition suggests that many more will utilize this service once the need will have been determined and established

16. Yes, to go before the faculty and present a case for continued services of volunteers on WTI campus

ANSWERS TO QUESTION NUMBER THREE (Cont'd)

17. Yes, by recommending not only continued retention, but more institute official recognition and participation

18. Yes, put the machinery in action to make this service a part of every school on every level

19. Yes, to recruit more and help volunteers feel really needed

20. There are no limits to volunteer services. Would now like to research and develop depth to their services as well as expanding it. This is an exciting work

21. Yes

22. Yes, from suggested ideas

23. Yes, to enable every student needing individual assistance to receive assistance

24. Yes, begin recruiting people for various school needs working with coordinators

25. Yes, continuing the implementation of the program

26. Yes, find out more about the volunteers and give them more training in what they want to do

27. Yes, improve the climate of acceptance and welcome for volunteers

28. Yes, very definitely. If the stipend is forthcoming, it will be used in this area... "the get acquainted" time, supplies for volunteer coordinators, etc.

29. I am always motivated when people are trying to improve a situation

30. More than ever

31. Yes

32. To be of greater assistance to the coordinator assigned to my building

33. Very much so

34. Yes, to try to get support from Principals' Associations, Counselors' Associations, PTAs and Community School Advisory Council for continuation of Project VOICE. I liked the variety of the whole program. I would like to have a cross-section from elementary through WTI in the groups

35. Yes, reading, writing and mathematics

ANSWERS TO QUESTION NUMBER THREE (Cont'd)

36. Yes, the need for volunteer service is acute. Action is needed to get program funded

37. We need more volunteers and I shall work to get volunteers in my building. Through PTA meetings and sections alike

38. Yes, through recommending that the Coordinator of Volunteers becomes a permanent position in the school with compensation comparable to the services rendered. Further that Project VOICE be continued and the Program transferred to D.C.T.C. with the express purpose of training Coordinators and Tutors for D.C. Public Schools

39. Yes, I plan to use my contact with the Neighborhood Planning Councils to get more volunteers. I know this can be done

40. Yes, more active, vocal promotion of recruiting volunteers for instructional reinforcement; monitoring and clerical duties in the schools. I also support the idea of paid Coordinators of Volunteers

41. Yes, aid in contacting parents of students I teach

42. Trying to get more mothers.

43. Yes, by being able to help students by tutoring. Help teacher in class coverage, and the principal in office work, and other related duties

44. Yes, make use of all the spare time I have as a volunteer

45. Yes, school personnel stressed need and value of our program.

Project VOICE

D. C. WORKSHOP
ON
RECRUITING AND RETAINING VOLUNTEERS
NOVEMBER 13, 1971

NAME	POSITION
Mrs. Charlean Lampley	VOICE Coordinator Congress Heights Elementary School
Dr. Irene C. Hypps	Director, Project VOICE Washington Technical Institute
Dr. Benjamin J. Henley	Vice Superintendent D. C. Public Schools
Mrs. Blanca Westgate	Director Spanish Education Development Center
Mrs. Marguerite C. Selden	Assistant Superintendent Department of Summer Schools, Continuing Education and Urban Service Corps D.C. Public Schools
Mrs. Bernice P. Ferrell	Developmental Advisor Washington Technical Institute
Mr. Thomas A. Fleek	Director Police Science, Washington Technical Institute
Mr. Michael L. Goldman	Department of Environmental Science Technology Washington Technical Institute
Dr. R. Charles Long	Chairman Department of Business Technology Washington Technical Institute
Mr. Alfred O. Taylor, Jr.	Instructor Washington Technical Institute
Mr. Charles A. Dabney	VOICE Mathematics Tutor Washington Technical Institute
Mr. Willis M. Holmes	VOICE Mathematics Tutor Washington Technical Institute

NAME	POSITION
Mr. Frederick P. Baluch	Principal Emery Elementary School D.C. Public School System
Mrs. Joan S. Benesch	Volunteer Coordinator Urban Service Corps D. C. Public Schools
Ms. Lydia L. Bowen	Community Program Coordinator Logan Community School
Mr. Earnest R. Devoe	Assistant Principal Garnet-Patterson Junior High School D. C. Public School System
Mr. John F. Harps	Principal Leckie Elementary School D.C. Public School System
Mr. Andrew E. Jenkins, III	Principal Macfarland Junior High School D.C. Public School System
Ms. Louise A. Kemp	Assistant Director Department Summer Schools, Continuing Education and Urban Service Corps D.C. Public School System
Ms. Dorothy F. Little	Assistant Principal Kimball Elementary School D. C. Public School System
Mr. Walter M. Morris	Principal Watkins Elementary School D.C. Public School System
Ms. Margaret L. Murray	Principal Langley Junior High School D.C. Public School System
Mrs. Teresa B. Posey	Principal LaSalle Elementary School D. C. Public School System

Project VOICE

NAME	POSITION
Mr. Lee E. Powell	Principal Taft Junior High School D. C. Public School System
Ms. Florence J. Radcliffe	Principal Edmonds - Peabody Elementary School D. C. Public School System
Ms. Helen H. Safrit	Principal Bancroft Elementary School D. C. Public School System
Ms. Margaret W. Stewart	Assistant Principal Terrell Junior High School D. C. Public School System
Mrs. Ophelia C. Daniels	Counselor Noyes Elementary School D. C. Public School System
Mrs. Helen A. Gilbert	Counselor Leckie Elementary School D. C. Public School System
Mrs. Vera E. Lindia	Counselor Garnet-Patterson Junior High School D. C. Public School System
Mrs. Letitia O. Randall	Counselor Macfarland Junior High School D. C. Public School System
Mrs. Doris S. Thompson	Counselor Kimball Elementary School D. C. Public School System
Mrs. Eddie H. Caul	Teacher Eckington Elementary School D. C. Public School System

Project VOICE

NAME	POSITION
Ms. Rosa L. Davies	Teacher Emery Elementary School D.C. Public School System
Miss Royse D. Faulkner	Teacher Noyes Elementary School D.C. Public School System
Mr. Thomas F. Herrmann	Teacher Langley Junior High School D.C. Public School System
Ms. Willetta Langon	Teacher Logan Community School D.C. Public School System
Mr. Albert L. Law	Teacher Terrell Junior High School D.C. Public School System
Ms. Barbara C. McSweeney	Teacher Bancroft Elementary School D.C. Public School System
Mrs. Guinevere D. White	Instructor Project VOICE
Ms. Lacey C. Collins	Volunteer LaSalle Elementary School D.C. Public School System
Mr. Harold E. Masters	Visitor
Ms. Bernetta Walker	Volunteer Taft Junior High School D.C. Public School System
Mr. Kearn G. Weatherly	Visitor
Ms. Beverly A. Woods	Volunteer Leckie Elementary School D.C. Public School System

Project VOICE

NAME	POSITION
Mrs. Ireatha R. Bell	VOICE Coordinator
Ms. Lucy Betancourt	VOICE Coordinator
Mrs. Reba Chambers	VOICE Coordinator
Mrs. Yvonne W. Collins	VOICE Coordinator
Mrs. Nellie M. Covington	VOICE Coordinator
Mrs. Earnestine Craft	VOICE Coordinator
Mrs. Thelma Florence	VOICE Coordinator
Mrs. Bernice Frye	VOICE Coordinator
Mrs. Anna P. Gilcrest	VOICE Coordinator
Miss Marina Gonzales	VOICE Coordinator
Mrs. Myrtle G. Herndon	VOICE Coordinator
Mrs. Bertha M. Jones	VOICE Coordinator
Mrs. Josephine King	VOICE Coordinator
Mrs. Willie Lynch	VOICE Coordinator
Mrs. Elaine Marcellus	VOICE Coordinator

NAME	POSITION
Mr. Harry B. Merican	VOICE Coordinator
Mrs. Ellen L. Ozga	VOICE Coordinator
Mr. Richard L. Sowell	VOICE Coordinator
Mrs. Willie Mae Robinson	VOICE Coordinator
Mrs. Josephine E. Robinson	VOICE Coordinator
Mr. Lawrence E. James	Associate Director Project VOICE Staff
Mrs. Barbara Arnold	Assistant Director Project VOICE Staff
Mrs. Loretta C. Hanes	Assistant Director Project VOICE Staff
Miss Judith Butler	Research Assistant Project VOICE Staff
Mrs. Faith Gallo	Research Assistant Project VOICE Staff
Mr. Neil McPhie	Administrative Assistant Project VOICE Staff
Mrs. Mildred E. Gray	Administrative Secretary Project VOICE Staff